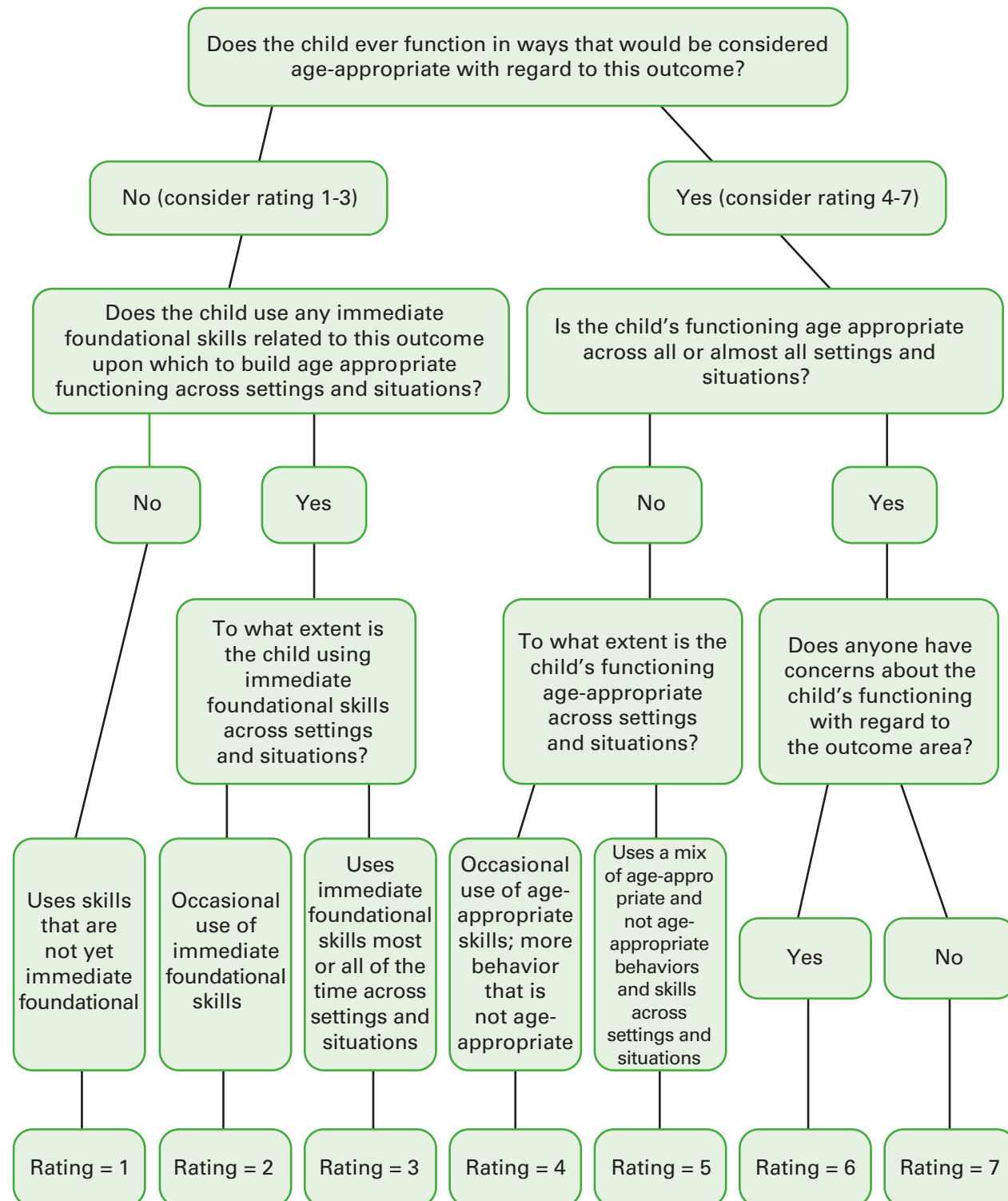


Decision Tree for Summary Rating Discussions



The Early Childhood Outcomes Center

5/19/09

CHILD OUTCOMES

Office of Early Learning and the Exceptional Children Division

Definitions of the Child Outcomes Summary Form Ratings

What are the Three Child Outcomes?

CHILD OUTCOME 1 – POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Raters should think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

Includes areas like:

- Attachment/separation/autonomy
- Expressing emotions and feelings
- Learning rules and expectations
- Social interactions and play

CHILD OUTCOME 2 – ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Raters should think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child involving):

- Thinking
- Reasoning
- Remembering
- Problem solving
- Using symbols and language
- Understanding physical and social worlds

Includes areas like:

- Early concepts – symbols, pictures, numbers, classification, spatial relationships
- Imitation
- Object Permanence
- Expressive language and communication
- Foundations for Reading
- Foundations for Writing

CHILD OUTCOME 3 – USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

Raters should think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child involving):

- Taking care of basic needs
- Getting from place to place
- Using tools (e.g., fork, toothbrush, crayon)
- In older children - contributing to their own health and safety

Includes areas like:

- Integrating motor skills to complete tasks
- Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
- Acting on the world to get what one wants





What is North Carolina’s Process for Capturing Early Childhood Outcome Data?

THE CHILD OUTCOME SUMMARY FORM-(COSF)

The COSF is a 7-point scale for summarizing information related to a child’s progress on each of the three child outcome areas. The COSF can be used to incorporate multiple sources of information to describe a child’s current level functioning on each of the outcomes. The information could include testing used to determine eligibility for special education and related services, one or more norm-referenced or curriculum-based assessments, parent report on child’s skills and behavior, progress notes of therapists working with the child, observations by a teacher or child care provider, or other sources.

The COSF is **NOT** an assessment instrument. It provides a metric for summarizing across multiple sources of information about the child. Ratings should reflect the child’s current functioning across settings and in situations that make up his/her day. Ratings should convey the child’s functioning across multiple settings and in everyday situations, not his/her capacity to function under unusual or ideal circumstances.

If the child is from a culture that has expectations that differ from published developmental milestones for when young children accomplish common developmental tasks, such as feeding themselves or dressing themselves, use the expectations for the child’s culture to decide if child’s functioning is at the level expected for his or her age.

If assistive technology or special accommodations are available in the child’s everyday environments, then the rating should describe the child’s functioning using those adaptations. However, if technology is only available in some environments or is not available for the child, rate the child’s functioning with whatever assistance is commonly present. Ratings are to reflect the child’s actual functioning across a range of settings, *not* his/her capacity to function under ideal circumstances if he or she had the technology

AGE-EXPECTED AND IMMEDIATE FOUNDATIONAL SKILLS

To determine a rating, the team must:

- Be familiar with the child’s functioning in the outcome across a variety of situations and settings.
- Think about the many skills and behaviors that allow the child to function in an age-expected ways
- Understand the developmental continuum that leads to age-expected function
- Children develop new skills and behaviors and integrate those skills and behaviors into more complex behaviors as they get older;
- These skills and behaviors emerge in a somewhat predictable developmental sequence in most children;
- The development of children with disabilities can be compared to the development of their same-age peers.

The concept of “**foundational skills**” refers to the skills and behaviors that develop earlier in the developmental continuum that serves as the foundation for later developing skills and behaviors. Differentiated and/or specialized instruction can be based upon identifying these earlier developing skills/behaviors and facilitating them to help children move to the next higher level of functioning. Development in the early childhood years proceeds through several levels of foundational skills and behaviors that become more complex and proficient as children get older. All skills that lead to higher levels of functioning are considered “foundational skills.” “**Immediate Foundational Skills**” are skills and behaviors that occur developmentally *just prior* to age-expected functioning.

What do the COSF Ratings Mean?

Overall Age Appropriate	COMPLETELY means:	7	<ul style="list-style-type: none">• Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child’s life. Functioning is considered appropriate for his or her age.• No one has any concerns about the child’s functioning in this outcome area.
		6	<ul style="list-style-type: none">• Child’s functioning generally is considered appropriate for his or her age but there are some significant concerns about the child’s functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support.• Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.
Overall Not Age Appropriate	SOMEWHAT means:	5	<ul style="list-style-type: none">• Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child’s functioning is a mix of age-appropriate and not age-appropriate behaviors and skills.• Child’s functioning might be described as like that of a slightly younger child.
		4	<ul style="list-style-type: none">• Child shows occasional age-appropriate functioning across settings and situations.• More functioning is not age-appropriate than age appropriate.
	NEARLY means:	3	<ul style="list-style-type: none">• Child does not yet show functioning expected of a child of his or her age in any situation.• Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning.• Functioning might be described as like that of a younger child.
		2	<ul style="list-style-type: none">• Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	NOT YET means:	1	<ul style="list-style-type: none">• Child does not yet show functioning expected of a child his or her age in any situation.• Child’s functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning.• Child functioning reflects skills that developmentally come before immediate foundational skills.• Child’s functioning might be described as like that of a much younger child.